

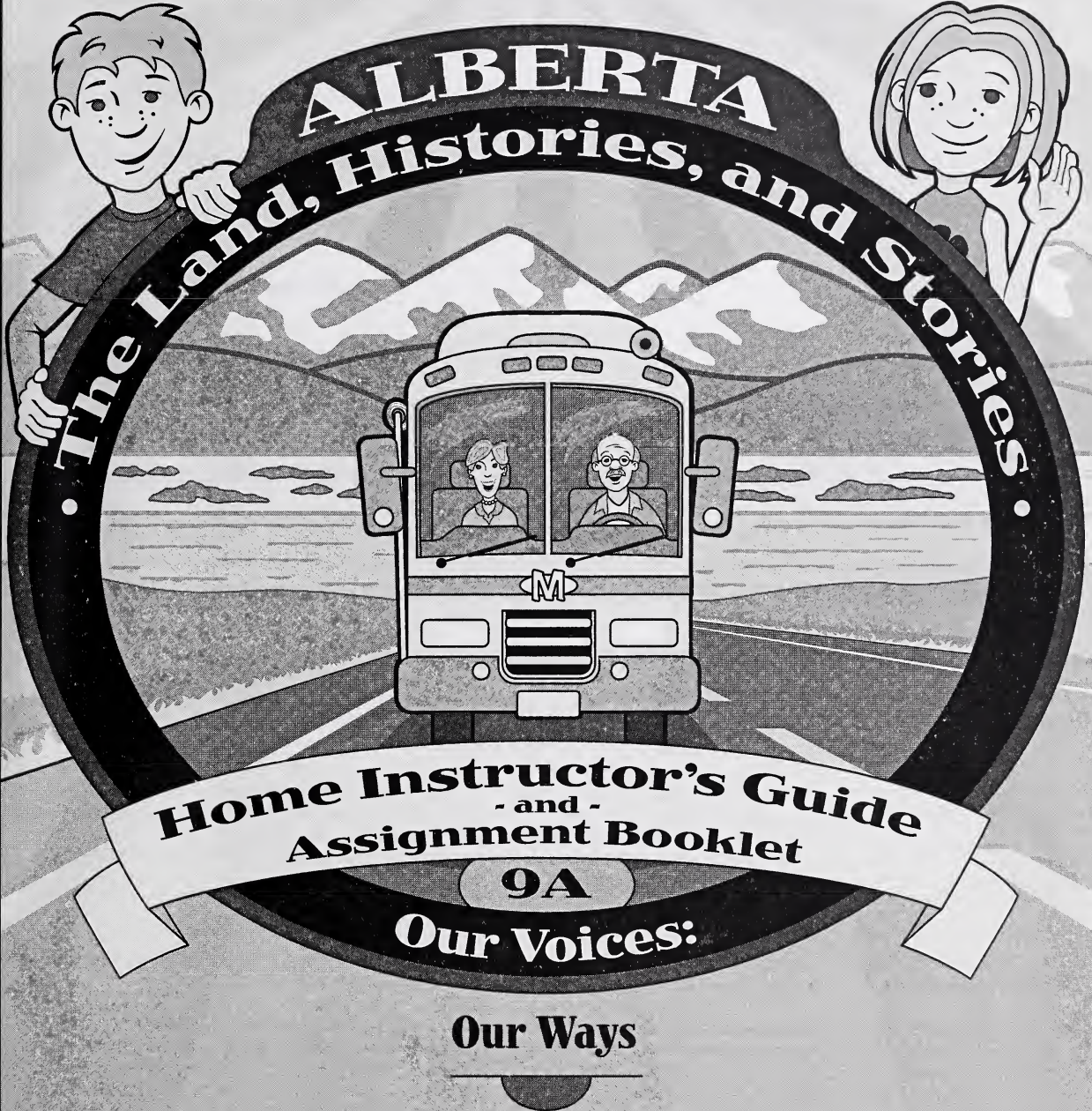


booklet A

GRADE

4

Social Studies



Grade 4 Social Studies
Module 9: Our Voices: Our Ways
Home Instructor's Guide and Assignment Booklet 9A
Learning Technologies Branch
ISBN 0-7741-2888-7

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 9: Our Voices: Our Ways

Overview

Module 9 marks the conclusion of Isabelle and Alex's journey throughout Alberta with their grandparents. In the first part of this module, the student reviews Alberta's places and historic past and revisits the stories of some of the women and men whom the twins learned about during their amazing summer holiday. As they reflect upon the people, places, and stories of Alberta, the student is engaged through a number of activities, including making a game board and recording stories, plays, or poems. In doing so, the student demonstrates an understanding and appreciation of the role of stories, history, and culture in strengthening communities and contributing to a sense of place, identity, and belonging within Alberta.

In the second part of the module, the student reviews how physical geography and natural resources affect quality of life and people's interaction with the land. Through activities such as creating a landform shield, recording a news report, and making a poster of Alberta, the student demonstrates an understanding and appreciation of the landscapes and environment of Alberta.

Assessment

This is how the marks for Module 9 are distributed:

Assignment Booklet 9A

Chapter 2 Assignment	31 marks
Chapter 3 Assignment	16 marks
Chapter 4 Assignment	36 marks
Chapter 5 Assignment	36 marks
Chapter 6 Assignment	36 marks
Chapter 7 Assignment	<u>70 marks</u>
Total	225 marks

Assignment Booklet 9B

Chapter 8 Assignment	15 marks
Chapter 9 Assignment	40 marks
Chapter 10 Assignment	20 marks
Chapter 11 Assignment	<u>25 marks</u>
Total	100 marks

Field Trips and Speakers

The student will be assigned no additional field trips or visits to speakers in this module.

The student may share what he or she has learned during field trips and while listening to speakers in the course of review throughout this module.

Supplemental Reading

The following books are excellent stories to supplement the topics, but may be above an average grade 4 reading level. In that case, read the stories to the student. Some of the books contain beautiful pictures or illustrations the student is sure to enjoy.

- *For Our Children*, by Peter Shostak, Yalenka Enterprises, 1991.
- *Hockey Under Winter Skies*, by Peter Shostak, Yalenka Enterprises, 2000.
- *Prairie Born*, by David Bouchard, illustrated by Peter Shostak, Orca Book Publishers, 1997.
- *A Prairie Boy's Summer*, by William Kurelek, Tundra Books, 1979.
- *A Prairie Boy's Winter*, by William Kurelek, Tundra Books, 1984.
- *The Story Behind Alberta Names: How Cities, Towns, Villages, and Hamlets Got Their Names*, by Harry M. Sanders, Red Deer Press, 2003.
- *When Nights Were Long*, by Peter Shostak, Yalenka Enterprises, 1982.
- *Who Has Seen the Wind*, by W. O. Mitchell, illustrated by William Kurelek, McClelland & Stewart, 1991.

Other books are available on these topics. Check with the reference librarian at your local library.

The student has read and skimmed a variety of fiction and non-fiction books that supplemented the topics and studied pictures or illustrations that were both beautiful and educational. Have the student gather his or her favourite books and pictures and skim through them as the topic arises in the review exercises.

Additional Materials

A number of additional materials are required to complete the assignments in this module. The student should prepare for this ahead of time by assembling the following:

- Bristol board for game board (52 cm × 52 cm)
- ruler
- scissors
- black marker and crayon
- acrylic paints
- pencil and eraser
- four file folders
- tape recorder and blank cassette (or some other audio-recording device)
- poster paper

In Chapter 8 the student is asked to listen to two songs about Alberta. They are “Four Strong Winds,” by Ian Tyson, and “Alberta Bound,” by Gordon Lightfoot. If possible, borrow them from your local library or purchase them prior to working on Chapter 8.

For Chapter 9, have the following books available for the student to look at: *For Our Children*, by Peter Shostak, and *Who Has Seen the Wind*, by W. O. Mitchell. Other books by Peter Shostak and William Kurelek that show their art include *Prairie Born*, *When Nights Were Long*, *Hockey Under Winter Skies*, *A Prairie Boy's Summer*, and *A Prairie Boy's Winter*. These books may be purchased or borrowed from your local library.

In Chapter 10 the student will write a summary of an article about the oil, natural gas, or coal industries. Start gathering local, provincial, and national newspapers and news magazines that have suitable articles about these industries.

In Chapter 11 the student will make a poster about Alberta. Prepare for it now by collecting magazines, postcards, travel brochures, and pamphlets that deal with Alberta. Visit your local Chamber of Commerce or tourist information centre to obtain brochures.

Websites

Throughout the course the student has visited a number of websites that have been noted in the Internet Journal that was begun in Module 1. Websites may have also been saved as Favourites or Bookmarks in a browser. As the student works through the review exercises, he or she should refer to those sites as well as the ones presented in the chapters in the Student Module Booklet. Websites specifically referred to in this module include the following:

Alberta: How the West Was Young: Fur Trade and Mission History
http://www.abheritage.ca/alberta/fur_trade/mission_sites.html

Alberta: How the West Was Young: Archaeology and Pre-Contact
<http://www.abheritage.ca/alberta/archaeology/overview.html>

Alberta: How the West Was Young: Site Profile: Vermilion Lakes
http://www.abheritage.ca/alberta/archaeology/site_profiles_vermilion_lakes.html

Alberta: How the West Was Young: Sundial Hill Medicine Wheel
http://www.abheritage.ca/alberta/archaeology/facts_finds_sundial_hill_med_wheel.html

Royal Alberta Museum
<http://www.royalalbertamuseum.ca/human/archaeo/faq/medwhls.htm>

Alberta: How the West Was Young: Site Profile: Head-Smashed-In Buffalo Jump
http://www.abheritage.ca/alberta/archaeology/site_profiles_headsmashedin.html

Niitoy-yiss: The Blackfoot Tipi
<http://www.glenbow.org/exhibitions/online/blackfoot/>

Alberta: How the West Was Young: Site Profile: Writing-on-Stone
http://www.abheritage.ca/alberta/archaeology/site_profiles_writingonstone.html

Niitoy-yiss: The Blackfoot Tipi: Moving Camp
http://www.glenbow.org/exhibitions/online/blackfoot/moving_eng.htm

Niitsitapiisini: Our Way of Life
http://www.glenbow.org/blackfoot/EN/html/how_we_lived_with_the_land.htm

Exploration, the Fur Trade, and the Hudson's Bay Company: Stories
http://www.canadiana.org/hbc/stories/intro_e.html

Hudson's Bay Company: Learning Centre: E-Books
<http://www.hbc.com/hbcheritage/learning/ebooks/>

David Thompson Things
<http://www.davidthompsonthings.com/geog1.html>

Exploration, the Fur Trade, and the Hudson's Bay Company: History
http://www.canadiana.org/hbc/hist/hist8_e.html

Parks Canada: Fur Trade at Lachine National Historic Site of Canada
http://www.pc.gc.ca/lhn-nhs/qc/lachine/natcul/index_e.asp

Omniglot: Cree Syllabary
<http://www.omniglot.com/writing/cree.htm>

Methodist Missionaries in Alberta: James Evans: Legacy
http://www.albertasource.ca/methodist/Own_Voices/J_Evans_Legacy.htm

Methodist Missionaries in Alberta
<http://www.albertasource.ca/methodist/index.htm>

Alberta: Home, Home on the Plains: First Peoples and Settlers
http://www.abheritage.ca/pasttopresent/settlement/first_peoples_settlers.html

Alberta: Home, Home on the Plains: Rural Life: Ranching
http://www.abheritage.ca/pasttopresent/rural_life/ranching.html

Library and Archives Canada: The Kid's Site of Canadian Trains
<http://www.collectionscanada.ca/trains/kids/>

Library and Archives Canada: The Kid's Site of Canadian Settlement: Ukrainian
<http://www.collectionscanada.ca/settlement/kids/021013-2171-e.html>

Alberta: Home, Home on the Plains: Settlement
<http://www.abheritage.ca/pasttopresent/settlement/index.html>

Fort McMurray Today
<http://www.fortmcmurraytoday.com/>

Calgary Herald
<http://www.canada.com/calgaryherald/index.html>

Edmonton Journal
<http://www.canada.com/edmontonjournal/index.html>

Chapter Summaries

Read each day's chapter in the Student Module Booklet to familiarize yourself with it before instructing. Assemble all of the previous modules, as the student is asked to review various chapters throughout the course of this module. The intent is not to reread the designated chapters, but to skim for information related to the topic being discussed.

Chapter 1: Along the Wolf's Track

This chapter should take approximately 40 minutes to complete.

Objective

In this chapter the student has an opportunity to practise his or her reading and listening skills. As the twins and their grandparents drive south along Queen Elizabeth II Highway, the student learns the history of the ancient path carved by melting glaciers and why its name changed so many times.

Instructional Strategies

With the student, read the poem narrated by wolves that once roamed freely along the ancient path, and discuss the various names for the trail.

Assist the student as necessary to access items on the Grade 4 Social Studies Multimedia CD at designated points in this chapter.

Encourage independent research on the Internet and in the chapter, but provide any help the student needs.

Beyond the Story

This chapter includes optional Beyond the Story activities. Assist the student as necessary to locate the segments about historic trails from the website listed in Chapter 1. Review Aboriginal place names from the designated audio selections on the Grade 4 Social Studies Multimedia CD. Obtain a copy of *The Story Behind Alberta Names*, by Harry M. Sanders, at your local library or bookstore and read selections with your student.

Chapter 2: A History Game—Hunters and Medicine Wheels

This chapter should take approximately 80 minutes to complete.

Objective

In preparation for a chronological review of Alberta history, the student makes a game board. As the student reviews the stories of First Peoples, he or she draws five historical pictures on the first side of the game board.

Instructional Strategies

With the student, review all the directions and explain that accurate measurements are very important when designing a game board. Encourage the student to work as independently as possible to make the game board, but provide assistance when necessary. Be sure the student has all the materials before he or she starts the assignment.

With the student, review stories about hunters moving across the frozen landscape, the excitement of a prehistoric mastodon hunt, and the hunters' prayerful thanks for the mastodon's gift of life. With the student, imagine the passage of time as some hunters settled in the boreal forest while others continued south to the grasslands, where they drew pictographs on canyon walls and built sacred medicine wheels whose remains lay half-buried in the grass.

Since the student is revisiting chapters throughout several modules, guide the student through the complex review. At the same time, listen carefully to the student's answers and explain any historic content that is still confusing.

Your student may choose to download and save the pictures from the designated websites into a folder named "First Peoples." Assist the student as necessary in following the instructions to create an electronic folder and download and save pictures to it. If your student prefers, he or she may choose to print the pictures and keep them for reference in a file folder labelled "First Peoples." Assist the student in following the instructions to accomplish this.

With the student, review pictures on websites, in the chapter, in history books, and in the encyclopedia before he or she uses them as inspiration for the drawings on the game board.

The student works on the Chapter 2 Assignment in Assignment Booklet 9A throughout the chapter. The student should complete all assignments independently.

Chapter 3: Whispers of Bison Jumps and Canyon Songs

This chapter should take approximately 40 minutes to complete.

Objective

As the student continues the review of stories of First Peoples, he or she draws the last four historical pictures on the first side of the game board.

Instructional Strategies

With the student, imagine the passage of time when the great hunters adapted their ways after the arrival of horses brought the "golden age" to their lands.

Since the student is revisiting chapters throughout several modules, guide him or her through the complex review. At the same time, listen carefully to the student's answers and explain any historic content that is still confusing.

With the student, review pictures on websites, in the chapter, in history books, and in the encyclopedia before he or she uses them as inspiration for the drawings on the game board.

The student works on the Chapter 3 Assignment in Assignment Booklet 9A throughout the chapter.

Chapter 4: Tales of Silky Furs and Wooden Forts

This chapter should take approximately 40 minutes to complete.

Objective

In this chapter the student draws the second set of nine historical pictures on the game board.

Instructional Strategies

Assist the student as necessary to create an electronic folder for image downloads and name it “Fur Traders, Trappers, Explorers, and Peacemakers.” If your student prefers, he or she may choose to print the pictures and keep them for reference in a file folder labelled “Fur Traders, Trappers, Explorers, and Peacemakers.”

With the student, review stories about fur traders, explorers, mapmakers, trappers, and middlemen. Discuss the great changes that started when swift paddles of explorers and mapmakers broke the silence of uncharted lakes; and when trappers no longer caught animals for food, clothing, and shelter, but exchanged their furs for guns and other metal goods.

Since the student is revisiting chapters throughout several modules, guide the student through the complex review. At the same time, listen carefully to the student’s answers and explain any historic content that is still confusing.

With the student, review pictures on websites, in the chapter, in history books, and in the encyclopedia before he or she uses them as inspiration for the drawings on the game board.

The student works on the Chapter 4 Assignment in Assignment Booklet 9A throughout the chapter.

Chapter 5: Stories of Sharp Hooves and Bleaching Bones

This chapter should take approximately 40 minutes to complete.

Objective

In this chapter the student completes the third set of nine historical pictures on the game board.

Instructional Strategies

Assist the student as necessary to create an electronic folder for image downloads and label it “Adventurous and Courageous Men and Women.” If your student prefers, he or she may choose to print the pictures and keep them for reference in a file folder labelled “Adventurous and Courageous Men and Women.”

With the student, review stories of trading rivalry and usage of land. Discuss how the lives of the First Peoples and Métis changed as surveyors measured their lands and settlers trickled west. Contrast the many positive changes in Alberta, as missionaries helped the First Peoples and the NWMP marched west to bring order, with the terrible changes that occurred when hunters destroyed the bison herds and whisky traders exchanged whisky for furs.

Since the student is revisiting chapters throughout several modules, guide the student through the complex review. At the same time, listen carefully to the student’s answers and explain any historic content that is still confusing.

With the student, review pictures on websites, in the chapter, in history books, and in the encyclopedia before he or she uses them as inspiration for the drawings on the game board.

The student works on the Chapter 5 Assignment in Assignment Booklet 9A throughout the chapter.

Chapter 6: Songs of Racers, Homesteaders, and Sky Riders

This chapter should take approximately 40 minutes to complete.

Objective

In this chapter the student completes the last nine pictures on the game board.

Instructional Strategies

Assist the student as necessary to create an electronic folder for image downloads and label it “Racers, Riders, and Providers.” If your student prefers, he or she may choose to print the pictures and keep them for reference in a file folder labelled “Racers, Riders, and Providers.”

With the student, revisit some of the stories about pioneers, homesteaders, ranchers, and playful individuals; and discuss why so many men and women chose to start a new life in an unknown land. Discuss how their memories, determination, poetry, love of music, and playful attitudes made life a little easier in the new land; and discuss how great courage and hard work made Alberta the great place it is to live today.

Since the student is revisiting chapters throughout several modules, guide the student through the complex review. At the same time, listen carefully to the student’s answers and explain any historic content that is still confusing.

With the student, review pictures on websites, in the chapter, in history books, and in the encyclopedia before he or she uses them as inspiration for the drawings on the game board.

The student works on the Chapter 6 Assignment in Assignment Booklet 9A throughout the chapter.

Chapter 7: Past Voices in Stories, Songs, and Paint

This chapter should take approximately 80 minutes to complete.

Objective

In this chapter the student chooses and records his or her favourite First Nations story; a story, poem, or play; and a tall tale. As well, the student designs five collage paintings for the game board.

Instructional Strategies

Before the student records the final version of each story, provide feedback about enunciation, clarity, and expression and help the student improve areas of weakness. The student should record the final versions independently.

With the student, discuss the complexity of historical collages by reviewing the main elements of a Jane Ash Poitras collage painting. Be sure the student has all the materials, including paints, glue, and downloaded or printed images, before he or she starts the assignment.

If the student was unable to download or print images of specific hunters, traders, explorers, ranchers, homesteaders, or historic figures, he or she may choose to draw the images for that part of the assignment.

The student works on the Chapter 7 Assignment in Assignment Booklet 9A at designated points in this chapter.

ASSIGNMENT BOOKLET 9A

Grade 4 Social Studies
Module 9: Chapters 1–7

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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GRADE

4

Social Studies



ALBERTA

• The Land, Histories, and Stories •



Assignment Booklet

9A

Our Voices:

Our Ways



**Learning
Technologies
Branch**

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 2 Assignment	31	
Chapter 3 Assignment	16	
Chapter 4 Assignment	36	
Chapter 5 Assignment	36	
Chapter 6 Assignment	36	
Chapter 7 Assignment	70	
	225	

Teacher's Comments

Grade 4 Social Studies
Module 9: Our Voices: Our Ways
Assignment Booklet 9A
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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ASSIGNMENT BOOKLET 9A
GRADE 4 SOCIAL STUDIES: MODULE 9
CHAPTER 2 ASSIGNMENT TO CHAPTER 7 ASSIGNMENT

This Assignment Booklet is worth 225 marks out of the total 325 marks for the assignments in Module 9. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

31

Chapter 2 Assignment: A History Game—Hunters and Medicine Wheels

1. You will need the following materials:

- Bristol board for game board (52 cm x 52 cm)
- ruler
- scissors
- black marker
- pencil and eraser

You will be marked on the accuracy of measurement of the

- sides of the game board
- border lines
- rectangles

①

a. Use a pencil and a ruler. Measure and cut out a square piece of Bristol board that is 52 cm x 52 cm.

②

b. Use a pencil and a ruler. Draw a line exactly 8 cm from the top of the square board. Extend the line across the entire board. Do the same on all sides.

If you draw the lines correctly, a square is formed in each corner of the board. Each one is 8 cm x 8 cm.

Outline the border with a marker.

- 8 c. Use a pencil and a ruler. Divide each side of the border (between the two corner squares) into 9 rectangular sections. Each section will be 4 cm wide and 8 cm long. You will have a total of 36 sections.

Outline each section with a black marker.



Turn to page 15 of Chapter 2 in the Module 9 Student Module Booklet.

You will need the following materials for questions 2 to 7:

- “First Nations” folder with downloaded or printed images
- game board
- black pencil crayon
- pencil and eraser
- acrylic paints

Note: If you prefer to use watercolour paints, wax crayons, or pencil crayons in addition to acrylic paints, you may do so.

Read carefully before you begin drawing pictures on the game board. Since the rectangles are small, plan your pictures carefully. Make each picture descriptive but simple. When you are finished with an image, put it back in the folder.

You will be marked on

- choice of subject
- simplicity of drawings
- painted highlights

- 3 2. Imagine Alberta just before the gigantic glaciers started to melt. In the first rectangle, draw the glaciers covering Alberta. Use the downloaded or printed image for reference.
- 3 3. Imagine prehistoric hunters preparing to hunt mastodons. In the next rectangle to the right (just after the glaciers covering Alberta), draw a symbol to show the mastodon hunters. Use the downloaded or printed image for reference.



Turn to page 18 of Chapter 2 in the Module 9 Student Module Booklet.

- ③ 4. Imagine the lives of the Woodland Peoples in the boreal forest. In the next rectangle (just after the hunters), draw a wickiup or wigwam. Use the downloaded or printed image for reference.



Turn to page 19 of Chapter 2 in the Module 9 Student Module Booklet.

- ③ 5. Imagine some of the Woodland Peoples walking south along the Wolf's Track. In the next rectangle, draw a pair of moccasins, a dog pulling a travois, or another symbol of the southern journey of the First People. Use your imagination, your downloaded or printed images, or any pictures you saw in the Student Module Booklets for reference.



Turn to page 20 of Chapter 2 in the Module 9 Student Module Booklet.

- ③ 6. Imagine First Nations people reaching southern Alberta and building medicine wheels, where they celebrated their safe journey. In the next rectangle (just after the moccasins), draw a medicine wheel. Use the downloaded or printed image for reference.

- ⑤ 7. Shade details on the drawings with a black pencil crayon. Then choose one colour of acrylic paint and highlight one or two key points on each drawing.



Turn to Chapter 3 in the Module 9 Student Module Booklet.

16

Chapter 3 Assignment: Whispers of Bison Jumps and Canyon Songs

You will need the following materials:

- “First Nations” folder with downloaded or printed images
- game board
- pencil and eraser
- acrylic paints

Read carefully before you begin drawing pictures on the game board. Since the rectangles are small, plan your pictures carefully. Make each one descriptive but simple. When you are finished with an image, put it back in the folder.

You will be marked on

- choice of subject
- simplicity of drawings
- painted highlights

3

1. The First Peoples who settled on the grasslands hunted bison. Imagine them hunting bison in two special ways. In the next rectangle (after the medicine wheel), draw the bison hunt. Use the downloaded or printed image for reference.



Turn to page 23 of Chapter 3 in the Module 9 Student Module Booklet.

3

2. Bison hides were used to make teepee coverings. Imagine the Siksika and other Prairie People decorating teepees with special symbols. In the next rectangle (just after the bison pound or jump), draw a teepee with symbols for the land, animal helpers, and stars. Use the downloaded or printed image for reference.



Turn to page 24 of Chapter 3 in the Module 9 Student Module Booklet.

- ③ 3. First Nations artists painted symbols on rough canyon walls. In the next rectangle (just after the teepee), draw your favourite pictograph symbol, like a flute player or a hunter. Use the downloaded or printed image for reference.



Turn to page 25 of Chapter 3 in the Module 9 Student Module Booklet.

- ③ 4. Imagine the golden age of the Prairie Peoples after the horse arrived on the prairies. In the next rectangle (just after the pictograph symbols), draw a hunter on horseback or a horse pulling a travois. Use the downloaded or printed image for reference.
- ④ 5. Shade details on the last four drawings with a black pencil crayon. Use the same colour of acrylic paint as you used on the first five symbols and highlight one or two key points on each one.



Turn to Chapter 4 in the Module 9 Student Module Booklet.

Chapter 4 Assignment: Tales of Silky Furs and Wooden Forts

You will need the following materials:

- “Fur Traders, Trappers, Explorers, and Peacemakers” folder with downloaded or printed images
- game board
- pencil and eraser
- black pencil crayon
- acrylic paints

Read carefully before you begin drawing pictures on the second side. Since the rectangles are small, plan your pictures carefully. Make each one descriptive but simple. Write the date when the event occurred at the bottom of the rectangle. When you are finished with an image, put it back in the folder.

You will be marked on

- choice of subject
- simplicity of drawings
- painted highlights

3

1. In 1668, Hudson’s Bay Company traders started exchanging guns for furs with the Sakawinowak (Woodland Cree) people who lived in the Hudson Bay area. In the first rectangle (on the second side), draw a symbol of European traders exchanging guns for furs. Use the downloaded or printed image of the fur trade for reference.



Turn to page 28 of Chapter 4 in the Module 9 Student Module Booklet.

3

2. By the early 1700s, Sakawinowak trappers started to move from their traditional lands in search of fur-bearing animals. When they met other groups of First Peoples, they sometimes exchanged guns for furs (traders/middlemen). In the next rectangle, draw Woodland Cree people acting as middlemen. Use the downloaded or printed image of Sakawinowak traders for reference.



Turn to page 29 of Chapter 4 in the Module 9 Student Module Booklet.

- ③ 3. When Sakawinowak people moved onto Dene Suliné (Chipewyan) lands in search of furs, fights broke out. In 1715, Thanadelthur made peace between the two groups of people. In the next rectangle, draw a symbol of Thanadelthur making peace. Use the downloaded or printed image of Thanadelthur for reference.



Turn to page 30 of Chapter 4 in the Module 9 Student Module Booklet.

- ③ 4. The Hudson's Bay Company needed more and more furs, so, in 1754, they sent Anthony Henday and his Cree wife to the lands of the Siksika (Blackfoot) people in the Red Deer region. Draw a simple picture of their arrival in camp. Use the downloaded or printed image of Anthony Henday for reference.



Turn to page 31 of Chapter 4 in the Module 9 Student Module Booklet.

- ③ 5. As more and more Woodland Cree trappers and middlemen moved onto Dene Tha' (Slavey) and Dunne-za (Beaver) lands, terrible fights broke out. Draw a picture of Matonabbee negotiating peace at Peace Point (near the Peace River) in 1765. Look in your history books for inspiration.



Turn to page 32 of Chapter 4 in the Module 9 Student Module Booklet.

- ③ 6. After Peter Pond, Alexander Mackenzie, and other traders formed the North West Company in 1783, they hired paddlers to come west in search of furs. Draw a picture of courageous voyageurs paddling or portaging around rapids with tumplines stretched across their foreheads. Use the downloaded or printed pictures for reference.



Turn to page 33 of Chapter 4 in the Module 9 Student Module Booklet.

- ③ 7. In 1799, mapmaker and explorer David Thompson and his wife, Charlotte Small, paddled along the North Saskatchewan River. Draw a picture of their brave journeys along raging rivers or high mountains, where Thompson surveyed the land and drew his maps. Use the pictures you downloaded or printed for reference.



Turn to page 34 of Chapter 4 in the Module 9 Student Module Booklet.

- ③ 8. A huge rivalry for furs broke out between the Hudson's Bay Company and the North West Company, but, in 1821, the HBC won all trading rights when the two companies merged into one. Draw a picture to illustrate the competition between the two companies. Use the downloaded or printed pictures for reference.



Turn to page 35 of Chapter 4 in the Module 9 Student Module Booklet.

- ③ 9. In 1840, shortly after the Hudson's Bay Company traders took control of the fur trade, James Evans invented Cree syllabics and taught them to Cree children who camped near the fort. Draw a picture of some of the symbols James Evans invented. Use the downloaded or printed pictures for reference.

- ⑨ 10. Shade all the drawings with a black pencil crayon. Then choose a different colour of acrylic paint than you used to highlight the first side, and highlight one or two key points on each drawing.



Turn to Chapter 5 in the Module 9 Student Module Booklet.

Chapter 5 Assignment: Stories of Sharp Hooves and Bleaching Bones

You will need the following materials:

- “Adventurous and Courageous Men and Women” folder with downloaded or printed images
- game board
- pencil and eraser
- acrylic paints

Read carefully before you begin drawing pictures on the third side. Since the rectangles are small, plan your pictures carefully. Make each one descriptive but simple. Write the date when the events happened at the bottom of each rectangle. When you are finished with an image, put it back in the folder.

You will be marked on

- choice of subject
- simplicity of drawings
- painted highlights

3

1. In 1857 John Palliser wrote that the land in the dry Alberta grasslands was desert-like and much too dry for farming and ranching. In the first rectangle on the third side, draw a picture of surveyors. Use the downloaded or printed pictures for reference.



Turn to page 40 of Chapter 5 in the Module 9 Student Module Booklet.

3

2. By the 1860s, Father Vegreville had arrived in Alberta and settled near Fort Edmonton. Not long after, Father Grouard and Father Lacombe also came west. Draw a picture of Father Vegreville visiting a camp and learning the Algonquian language, Father Grouard painting a church with cranberry paint, or Father Lacombe building a mission at St. Albert. Use the downloaded or printed pictures for reference.



Turn to page 41 of Chapter 5 in the Module 9 Student Module Booklet.

- ③ 3. In 1870, 21-year-old John Walter was hired by the Hudson's Bay Company to build York boats that were strong enough to carry furs and supplies up and down the Kisiskatchewan River. Later, he built a scow and a ferry to transport people and animals across the river. Draw a simple picture of a York boat or a scow. Use pictures in the chapter and downloaded or printed images for reference.
- ③ 4. By 1873, more and more women had moved to Alberta. Draw a picture of Liza Hardisty shooting off a cannon near Fort Edmonton. Use your imagination, pictures in the chapters, downloaded or printed images, or pictures from history books for reference.



Turn to page 42 of Chapter 5 in the Module 9 Student Module Booklet.

- ③ 5. During the 1870s, whisky traders brought liquor and traded it for furs at forts, like Fort Whoop-Up. To show the terrible injustice of what they did to the First Peoples, draw a simple image, such as a cupful of whisky next to a stack of furs. Use your imagination, pictures in the chapters, downloaded or printed images, or pictures in history books for reference.



Turn to page 43 of Chapter 5 in the Module 9 Student Module Booklet.

- ③ 6. In 1873, after the terrible massacre of First Peoples at Cypress Hills, the NWMP marched west to catch the murderers and to bring order to the west. Draw a picture of the NWMP marching west. Use your imagination, pictures in the chapters, or downloaded or printed images for reference.



Turn to page 44 of Chapter 5 in the Module 9 Student Module Booklet.

- ③ 7. During the 1870s, wolfers and sport hunters killed bison by the millions. Draw a picture of their cruelty, such as a vast pile of bison bones gleaming in the sun. Use your imagination, pictures in the chapters, or downloaded or printed images for reference.
- ③ 8. In 1876 and 1877, the great hunters of the grasslands were forced to move to reserve lands after signing the treaties. Draw a picture of one of the treaty ceremonies. Use your imagination, pictures in the chapters and history books, and downloaded or printed images for reference.



Turn to page 45 of Chapter 5 in the Module 9 Student Module Booklet.

- ③ 9. In 1881 the Canadian government started leasing the empty grasslands at a penny an acre. Cattle ranchers, like Matt Cochrane, brought their cattle to Alberta and paid cowboys \$1 a day to look after them. Draw a picture of a cowboy herding or branding cattle. Use your imagination, pictures in the chapters, and downloaded or printed images for reference.
- ⑨ 10. Shade all the drawings with a black pencil crayon. Then choose one colour of acrylic paint and highlight one or two key points on each drawing on the third side.



Turn to Chapter 6 in the Module 9 Student Module Booklet.

36

Chapter 6 Assignment: Songs of Racers, Homesteaders, and Sky Riders

You will need the following materials:

- “Racers, Riders, and Providers” folder with downloaded or printed images
- game board
- pencil and eraser
- acrylic paints

Read carefully before you begin drawing pictures on the fourth side. Since the rectangles are small, plan your pictures carefully. Make each picture descriptive but simple. Write the date when the events happened at the bottom of each rectangle. When you are finished with an image, put it back in the folder.

You will be marked on

- choice of subject
- simplicity of drawings
- painted highlights

3

1. In 1883 Sir John A. Macdonald’s dream of railway tracks that stretched across swamps, rocks, and grasslands came true for the people of Alberta when the railway reached the small community of Calgary. In the first rectangle on the fourth side, draw a picture of navvies building the railway or an image of a train on the grasslands. Use your imagination, pictures in the chapters, and downloaded or printed images for reference.



Turn to page 49 of Chapter 6 in the Module 9 Student Module Booklet.

3

2. In 1883, cowboys and navvies liked to gather in the booming community of Calgary for fun and friendship. They especially liked to watch racers like Little Plume, George Irwin, and Deerfoot. Draw a picture of a racer in an early Calgary foot race. Use your imagination, pictures you studied in the chapters, and images in history books for reference.



Turn to page 50 of Chapter 6 in the Module 9 Student Module Booklet.

- ③ 3. In 1885, after the Northwest Rebellion and the death of Louis Riel, many Métis people moved to Alberta. When Treaty 8 was signed in 1889, Father Lacombe convinced the Canadian government to give scrip to each Métis family. Draw a symbol of their move, such as a Red River cart, or a symbol for their land, such as a scrip document. Use your imagination, pictures you studied in the chapters, and images you downloaded or printed for reference.



Turn to page 51 of Chapter 6 in the Module 9 Student Module Booklet.

- ③ 4. Eugene Poulin, one of the first Alberta homesteaders, came to the Vegreville area in 1894. Not long after, English-speaking and Ukrainian homesteaders moved to Alberta, followed by settlers from many other lands. Draw a picture of a sod-roofed or thatch-roofed home of early homesteaders. Use pictures you viewed in the chapters, and images you downloaded or printed for reference.



Turn to page 52 of Chapter 6 in the Module 9 Student Module Booklet.

- ③ 5. 1906 was a terrible winter when great herds of cattle froze or starved. That winter, Bill Greathouse rode through a terrible storm to save Mrs. Ellis. Draw a picture of his trip, such as a horseback rider in a snowstorm. Use your imagination, pictures you viewed in the chapters, and images you downloaded or printed for reference.



Turn to page 53 of Chapter 6 in the Module 9 Student Module Booklet.

- ③ 6. In 1912 Guy Weadick organized a riding and roping championship he called the Calgary Stampede. That year his wife, Flores La Due, won the fancy roping contest, while Tom Three Persons claimed the \$1000 grand prize. Draw a picture of a contestant in the Calgary Stampede. Use your imagination, pictures you viewed in the chapters, and images you downloaded or printed for reference.



Turn to page 54 of Chapter 6 in the Module 9 Student Module Booklet.

- ③ 7. In 1916 Katherine Stinson delivered mail between Edmonton and Calgary in an airplane. That same year, Peace River Jim (James Cornwall) encouraged settlers to move to the Peace River district on the Edmonton, Dunvegan, and British Columbia Railway. Draw a picture of one of the adventurers in the rectangle. Use your imagination, pictures you viewed in the chapters, and images you downloaded or printed for reference.



Turn to page 55 of Chapter 6 in the Module 9 Student Module Booklet.

- ③ 8. In 1924 the Holy Angels Residential School was built at Fort Chipewyan and First Nations children started to attend classes there. In 1929, at great risk to their lives, Wop May and Vic Horner flew antitoxin to Fort Vermilion. Draw a picture of students in residential school or the pilots who risked their lives on a flight of mercy. Use your imagination, pictures you viewed in the chapters, and images you downloaded or printed for reference.



Turn to page 57 of Chapter 6 in the Module 9 Student Module Booklet.

- ③ 9. In 1929 Emily Murphy and four other Edmonton women went to court to argue that women should be considered persons under the law. In 1930, Dr. Mary Percy Jackson and three other women were hired as the first female doctors in northern Alberta. Draw a picture of women who fought for rights of all women or a picture of the first female doctors. Use your imagination, pictures you viewed in the chapters, and images you downloaded or printed for reference.

- ⑨ 10. Shade all the drawings with a black pencil crayon. Then choose one colour of acrylic paint and highlight one or two key points on each drawing on the fourth side.



Turn to Chapter 7 in the Module 9 Student Module Booklet.

70

Chapter 7 Assignment: Past Voices in Stories, Songs, and Paint

You will need the following materials:

- tape recorder
- blank cassette
- music selections for introductions
- stories, poems, and play from Modules 1 to 8

10

1. You've practised six First Nations stories with your home instructor. Choose your favourite story and get ready to retell it in your own words.

Before you start recording, choose a piece of music to introduce the story. Look in your own music collection or visit the library to look for music. For example, you might choose "White Owl Song" from a selection of flute music on the recording *Spirit Dreams*, by Daniel Crane. Record a short (15–30 seconds) musical introduction before you record your story.

Choose a name for the story and introduce your selection. End the recording with your name.

You will be marked on

- musical introduction
- title
- order of story
- expression
- clarity of voice

Send the recorded story for marking when you submit this Assignment Booklet.



Turn to page 60 of Chapter 7 in the Module 9 Student Module Booklet.

- ⑩ 2. You've practised stories, poems, and a play with your home instructor. Choose your favourite and get ready to tape.

Before you start recording, choose a piece of music to introduce the story or poem. For example, you might choose, "Canadian Railway Trilogy" from the recording *The Original Lightfoot*, by musician Gordon Lightfoot. Record a short (15–30 seconds) musical introduction before you read your story, poem, or play.

Choose a name for the story, poem, or play and introduce your selection. End the recording with your name.

You will be marked on

- musical introduction
- title
- order of story, poem, or play
- expression
- clarity of voice

Send the recorded selection for marking when you submit this Assignment Booklet.

- ⑩ 3. Homesteaders, ranchers, and bush pilots liked to tell tall tales. Each storyteller had his or her own style. You've practised tall tales and funny stories with your home instructor. Choose your favourite and get ready to tape.

Before you start recording, choose a piece of music to introduce the tall tale. For example, you may choose "Gone Fishin" from the recording *Louis Armstrong's All Time Greatest Hits*, by musician Louis Armstrong. Record a short (15–30 seconds) musical introduction before you tell your tall tale or funny story.

Choose a name for the tall tale or story and introduce your selection. Say your name at the end of the recording.

You will be marked on

- musical introduction
- title
- story order
- expression
- clarity of voice

Send the recorded selection for marking when you submit this Assignment Booklet.



Turn to page 61 of Chapter 7 in the Module 9 Student Module Booklet.

You will need the following materials for questions 4 to 8:

- game board
- downloaded or printed images in four folders
- pencil and eraser
- acrylic paints
- glue
- scissors

You created a game board and filled its border with some of the exciting events and people who made Alberta such an amazing place to live. Each side of your game board tells a story of time in Alberta's history. Now you'll create designs for the corners and middle of the board. Read all the instructions carefully before you begin.

5

4. You've learned so much about the many different groups of First Peoples. Take all the images from the "First Peoples" folder and spread them out. Choose your favourite image of a man and a woman and set it aside. Look through the remaining images and choose your favourites.

Plan a collage or drawing for the large corner square that is just before the drawing of the glaciers.

Cut out images and move them around so that they tell a story. Glue them down. If you don't have printed images that show the subject, draw your own.

Paint the areas around the images with your choice of acrylic paint.

You will be marked on

- choice of images
- collage design
- choice of colour

5. You've learned so much about traders, explorers, and mapmakers. Take all the images from the "Fur Traders, Trappers, Explorers, and Peacemakers" folder and spread them out. Choose your favourite image of a man and a woman and set it aside. Look through the remaining images and choose your favourites.

Plan a collage or drawing for the large corner square that is just before the drawing of the traders exchanging furs.

Cut out parts of images until they tell a story and glue them down. If you don't have printed images, draw your own pictures.

Paint the areas around the images with your choice of acrylic paint.

You will be marked on

- choice of images
- collage design
- choice of colour

6. You've learned about surveyors, missionaries, brave cowboys, cruel hunters, whisky traders, and so much more. Take all the images from the "Adventurous and Courageous Men and Women" folder and spread them out. Choose your favourite image of a man and a woman and set it aside. Look through the remaining images and choose your favourites.

Plan a collage or drawing for the large corner square that is just before the drawing of surveyors.

Cut out parts of images until they tell a story and glue them down. If you don't have printed images, draw your own pictures.

Paint the areas around the images with your choice of acrylic paint.

You will be marked on

- choice of images
- collage design
- choice of colour

- ⑤ 7. You've learned about brave Métis people, homesteaders, navvies, cowboys, women doctors, bush pilots, and so many others. Take all the images from the "Racers, Riders, and Providers" folder and spread them out. Choose your favourite image of a man and a woman and set it aside. Look through the remaining images and choose your favourites.

Plan a collage or drawing for the large corner square that is just before the drawing of railway workers.

Cut out parts of images until they fit the square and glue them down. If you don't have printed images, draw your own pictures.

Paint the areas around the images with your choice of acrylic paint.

You will be marked on

- choice of images
- collage design
- choice of colour

- ⑥ 8. a. Study the images of the four men and four women that you set aside. Choose the man and woman from Alberta history that inspire you the most! Move the images around the centre of the game board until they are in the right spot. If you don't have printed images, draw your own. Then glue them down and draw a border around each one.

- ⑧ b. Plan symbols to represent Albertans who lived with courage and determination. Choose a symbol for people or events from each folder.

For example, you may use canoe symbols to show the brave voyageurs paddling and portaging, animal symbols to show the great trappers and traders, bird symbols to show spirit helpers of the First Peoples, circular symbols for the wagon wheels of homesteaders, or hoofprint symbols for the brave NWMP and Stampede contestants.

- ② c. Draw three of each symbol and paint them with the colours you chose for the corners.

④

d. Design the background with dots, lines, and paint.

You will be marked on

- choice of a heroic man and woman
- choice of symbols
- placement and painting of symbols
- design of background
- colours in background



Turn to Chapter 8 in the Module 9 Student Module Booklet.